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ABSTRACT

The two-year goal of the Diagnostic-Prescriptive-Individualized Primary Reading Program (DPI) is to cut in half the deficit between the national norms and actual achievement scores of the pupils as measured by the California Achievement Tests at the first and second grade levels and the California Test of Basic Skills at the third grade level. As the DPI primary reading program enters its second year, the overall objective is being realized through the DPI management system, which includes: three hours of reading/language arts instruction daily; the reinforcement of classroom instruction by individualized tutoring; dividing the year into ten three-week cycles, during which time an individualized prescription is written and implemented for each pupil; individualizing instruction in terms of each pupil's achievement level, skills, needs, preferred learning style, and interests; and intensive preservice and inservice workshops for teachers. (WR)

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Diagnostic Prescriptive Individualized Primary Reading Program

DPI

A Title I Component of the Louisville Public Schools

CS 000 957

An Introduction to

THE DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED PRIMARY READING PROGRAM

of the

Louisville Public Schools

A Title I Component

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January, 1974

THE DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED PRIMARY READING PROGRAM

I. An Overview

Last year (1972-73) the Louisville Public Schools made reading instruction at the primary level its number one priority because they believed that the inner-city pupils could learn to read as well as children in the more affluent areas. As an outgrowth of this conviction, a Diagnostic-Prescriptive-Individualized Primary Reading Program (D. P. I.) was written and implemented by the reading staff of the Department of Instructional Programs. During this first year, two thousand pupils in grades 1-3 participated in this developmental reading program which was funded by Title I. The two-year goal of the D. P. I. program is to cut in half the deficit between the national norms and the actual achievement scores of the pupils as measured by the California Achievement Tests at the first and second grade levels and the California Tests of Basic Skills at third grade level. As the D. P. I. primary reading program enters its second year, the over-all objective stated above is being realized through the D. P. I. management system which includes the following strategies:

1. Each D. P. I. pupil receives three-hours of reading/language arts instruction daily during the prime insturctional hours of 8:30 a. m. -11:30 a. m. No interruptions are permitted during this time.

2. Classroom instruction is reinforced by individualized tutoring of specific reading skills whenever necessary. An adult-pupil ratio of 8-1 is attained during this time through the use of supportive personnel including reading aides, most of whom are parents in the community, and feeder junior high cross-age tutors. The reading aides are trained by the D. P. I. Training Institute staff who use a variety of instructional techniques including mini-classes dealing with tutorial skill, audio-visual presentations of reading skills. The junior high pupils (S. C. A. T.) participate in the Secondary-Cross-Age Tutoring program financed by Title VIII under E. S. A. A.

3. The instructional year is divided into ten three-week cycles during which time an individualized prescription is written and implemented for each pupil. During the third week of each cycle, monitoring technicians (para-professionals specifically trained to administer criterion-referenced tests and keep accurate records of pupil progress) give the skills tests prescribed to determine pupil progress. An analysis of the results is made by each local school reading specialist who confers with the classroom teacher concerning each pupil's progress and needs.

4. The development of multi-approach "program streams" in each primary classroom makes possible individualized instruction based upon each pupil's achievement level, skills, needs, preferred learning style and interests.

5. All D. P. I. personnel are specifically trained for their roles and responsibilities through intensive preservice and inservice workshops. This training is augmented by weekly conferences between the reading specialist and teachers, the reading specialist and tutors and on-the-job assistance given by the D. P. I. curriculum specialist from the Department of Instructional Programs. The D. P. I. Program then is a vehicle for implementing sound, relevant, developmental reading instruction. The model provides for differentiated staffing, individualized instruction, criterion-referenced testing and immediate feedback.

This compensatory education program has already proven successful as determined by the results of the California Achievement Test and the California Test of Basic Skills administered city-wide in April, 1973. Ten additional schools are participating in the program during the 1973-74 school year allowing over three-thousand pupils to take advantage of this instructional program.

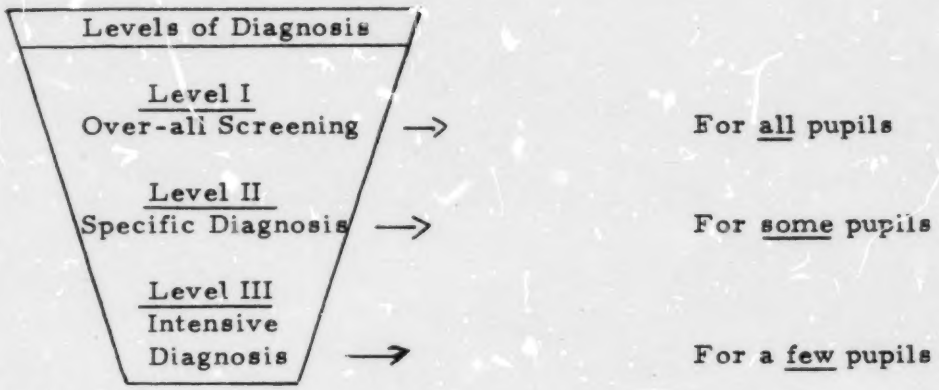
II. D. P. I. Instructional Procedures

A. Diagnosing

The purpose of educational diagnosis is to evaluate and prescribe instructional strategies geared to meeting the needs of each pupil.

The reading specialist manages the administration and analysis of all tests given both in and out of the classroom. She assists in setting up an appropriate climate for testing, oversees the grading and recording of all data and utilized the diagnostic findings in a meaningful way.

This suggested procedure is based upon three levels of diagnosis; over all screening, specific skills and intensive diagnosis.



Level 1: Over-all screening: Screening tests are given to all children in D. P. I. to determine each student's general level of performance as compared with other students of his age and grade level.

Level 2: Specific Diagnosis: While screening tests indicate the student's approximate instructional level, they do not establish his preferred learning modality or indicate his strengths and weaknesses. For this purpose, criterion-referenced tests of specific skills are administered by the monitoring technician at the end of each three-week instructional cycle. The tests given are based upon the specific instructional objectives prescribed at the beginning of each cycle. There are over three hundred and fifty skills tests available.

An individualized prescription is formulated for each pupil using the information obtained from the screening and diagnostic data.

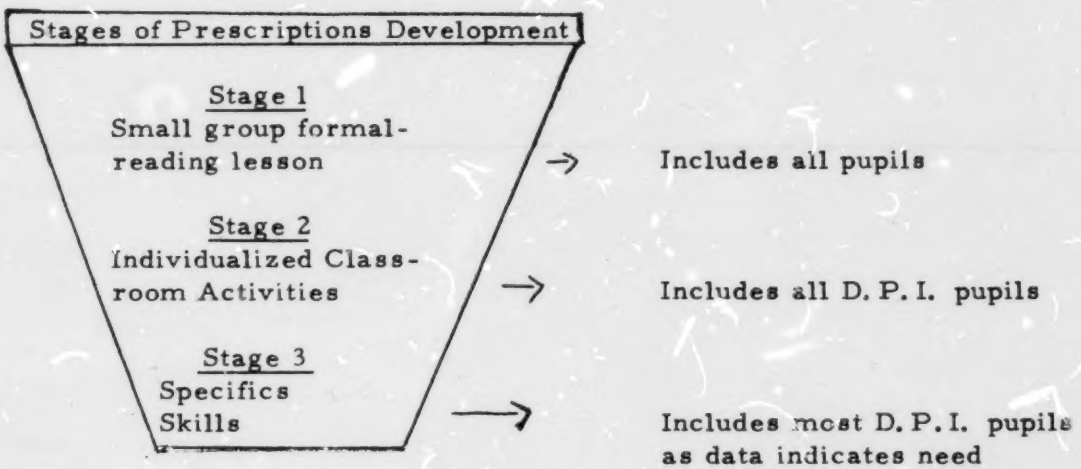
Level 3: Intensive Diagnosis: A few students will not make expected progress despite the evaluation and instruction done previously. The reading specialist have available a number of diagnostic instruments from which they can select those appropriate to administer individually to the pupil.

B. Prescribing

The word "prescribe' means literally to write beforehand and "prescriptive" to set down the directions. Diagnosis determine the directions of teaching and prescription describes how to carry out the directions for learning situations. The more accurate the diagnosis the better the prescription. However, only when the prescription is implemented to its fullest will positive results be seen.

A prescription is formulated for each pupil after all diagnostic data has been compiled and analyzed. Then the teacher, in conjunction with her conference with the reading specialist, writes each student's individualized prescription.

Each of the three stages is essential to the student's progress and is included in his prescription.



The individualized prescriptions should take into consideration a student's strengths and weaknesses. While capitalizing upon his strengths in the formal small group instruction utilizing a core (basic) program, his weaknesses are being strengthened by individualized instruction utilizing his preferred learning modality and through reinforcement provided by tutoring.

Prescription Form and Content-Prior to the beginning of each instructional cycle, a prescription is written for each D. P. I. pupil.

Child's Name I. D. # Grade Room Teacher School

Cycle _____ Diagnosis	Prescription: Grouping, Materials modes, activities, etc.	Rdg Aide S. C. A. T.		% Rt.	Pass Fail
List strengths weaknesses here. These pinpoint the prescriptive needs.	1. List the activities to be taught in conjuction with the core program. Include new skills to be introduced. 2. List skills to be reviewed and emphasized through individualized classroom activities. 3. List skills to be reinforced by supplemental personnel	 X X	Skill descriptions found in (Quad Manual) i. e. Perception 2211 Perception 2212 Word Recog. 5202 Comprehension 3628 Comprehension 3629 Study Skills 7205	(80% to 100% required for passing)	

C. Implementing the Prescription

After a diagnostic evaluation has been made and a prescription written. the instructional procedures are implemented. The design of the instructional procedures involves.

1. Selection of available instructional materials
2. Preparation of new instructional materials
3. Developing a sequential plan geared to meeting the stated objectives

The teacher is responsible for implementing the program within the classroom. She fulfills the specifications of the first two parts of the prescription:-directed instruction and individivalized activities. Concurrently, the reading specialist writes the prescription to be used by supplemental personnel and sees that the third part of the prescription is carried out.

Stages of Prescription Implementation

Just as there are three levels of diagnosis and prescription formulation, prescription implementation can be classified in three levels. The chart below illustrates the strategies involved, the personnel responsible, and the materials to be used.

Prescriptive Teaching

	WHAT	WHO	HOW
STAGE I	Identifying skills for group instruction based on the following: A. Demands of core program B. Analysis of "Hard Data"	TEACHERS AND READING SPECIALIST	Core program Materials
STAGE II	Individualized implementation of in-class program based on the following: A. Pupil response B. Teacher observation of pupils in group C. Reading Specialist observations of pupils in group D. Analysis of appropriate instructional sequence	Classroom teacher individualizes according to pupils needs within classroom Consultation with the reading specialist may be necessary.	Selected supplementary materials according to mode and need of pupil. Techniques: Utilize a variety of materials manipulative, paper-pencil, observational, combination.
STAGE III	Specific Prescription using supplemental services based on the following: A. Pass-fail test data B. Classroom response C. Pre-requisite skills	READING SPECIALIST	Implementation of specific skills by reading aide or tutors using selected materials chosen by Rea Reading Specialist

During the third week of the cycle, the criterion-referenced tests based upon the skills deliniated in the prescriptions are administered. Thus we have come a full cycle:

→ Diagnose → Prescribe → Implement → Monitor →

THE DPI -TRAINING INSTITUTE

One support system to DPI -Primary Reading is the Training Institute.

The Institute is designed to teach reading skills to para-professionals who are called DPI-Reading Aides. In addition to teaching reading skills, the Reading Aides are taught how to teach those skills to children.

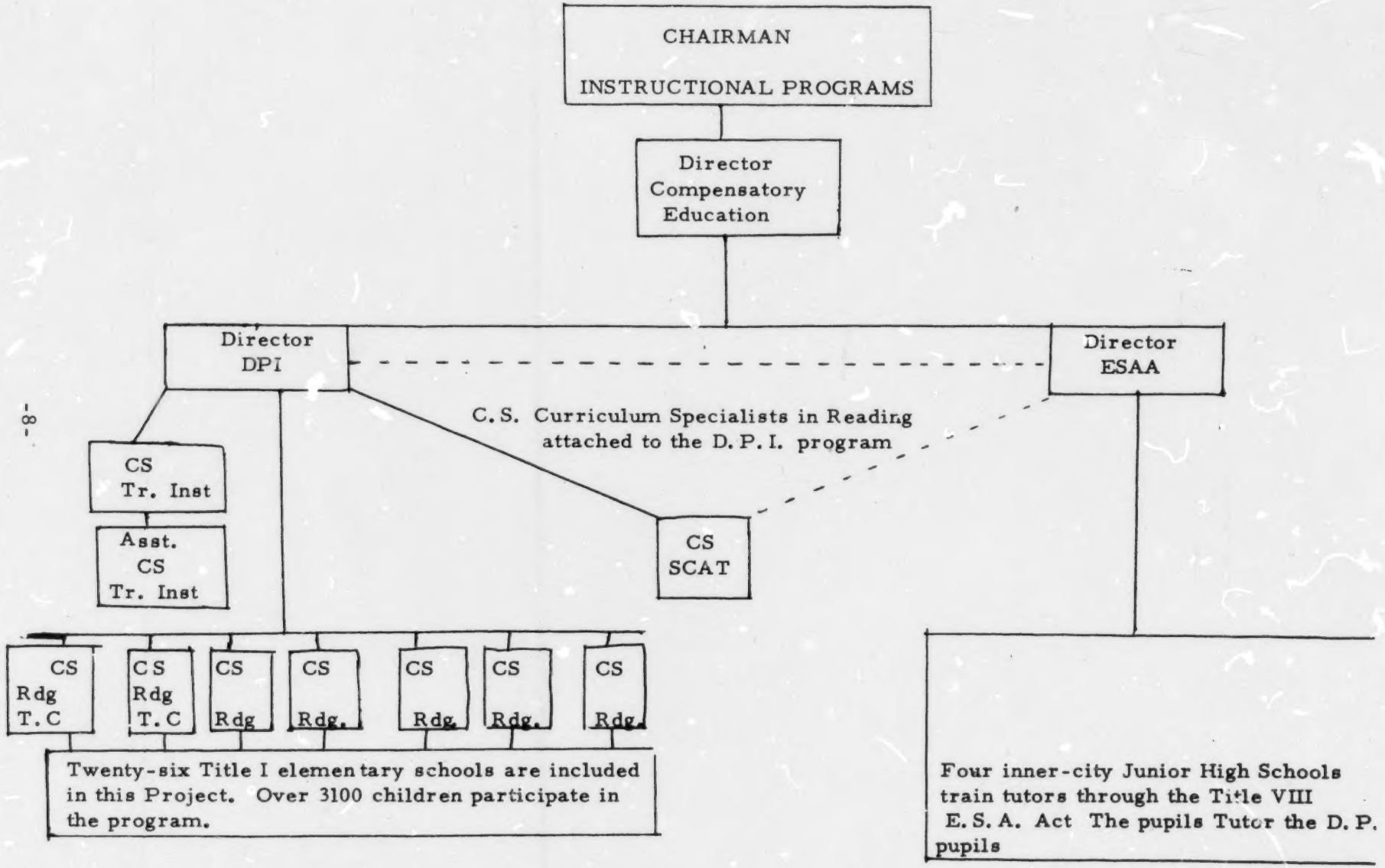
This training program is continuous. It is individualized and modularized. Reading Aides chosen from the various school communities receive intensive training before entering the schools. All Reading Aides are then cycled back into the DPI -Training Institute periodically throughout the school year for further training.

The Training Institute Staff supplements the "module" technique with individual conferences and mini-classes. The curriculum for the Institute includes:

1. Reading skill development
2. Handwriting-manuscript and cursive
3. Techniques for differing learning modalities
4. Dealing with particular learning handicaps
5. Making and using teaching aides and materials
6. Using audio-visual materials and equipment
7. Child development
8. Dealing with particular pupil problems
9. Educational ethics

Organizing and operating the Training Institute is a staff consisting of two Curriculum Specialists serving as Director and Co-Director, three para-professionals serving as Staff Trainers, and a secretary.

IV CENTRAL OFFICE STAFFING MODEL



III LOCAL SCHOOL STAFFING MODEL